

DOCUMENT RESUME

ED 212 670

TM 820 105

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TITLE Affirmative Actions: Designing Educational Policies to Influence Educational Research.
PUB DATE Aug 81
NOTE 27p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (Toronto, Ontario, Canada, August 21-24, 1981).
AVAILABLE FROM M. Patricia Golden, Institute for the Intersdisciplinary Study of Education, 404 UO, Northeastern University, Boston, MA 02115.
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Affirmative Action; Bias; *Educational Policy; *Educational Research; Equal Opportunities (Jobs); *Federal Programs; Females; Minority Groups; *Researchers; *Research Problems
IDENTIFIERS National Institute of Education

ABSTRACT

The paper focuses on the relationship between educational research and educational policy, specifically the influence that "affirmative actions" in the policy arena can have not only on the nature of educational research but also on the kinds of participants (e.g., minority persons and women) in the educational research enterprise. A description of the National Institute of Education (NIE) Experimental Program for Opportunities in Advanced Study and Research in Education is followed by an examination of the salient features and target groups of selected projects funded by the program. A matrix is developed for classifying those projects in terms of the diverse strategies employed to achieve their objectives with particular target groups. The strategies matrix is then compared with Epstein's opportunity structures model for postdoctoral programs in educational research. The potential of such strategies on professional enfranchisement and professional efficacy is discussed. (Author/GK)

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Affirmative Actions: Designing Educational
Policies to Influence Educational Research

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Paper presented at the Annual Meeting of the Society for
the Study of Social Problems, Toronto, Ontario, Canada
August 21-24, 1981. Copies of this Paper are Available
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Abstract

The paper focuses on the relationship between educational research and educational policy, specifically the influence that "affirmative actions" in the policy arena can have not only on the nature of educational research but also on the kinds of participants (e.g., minority persons and women) in the educational research enterprise. A description of the NIE Experimental Program for Opportunities in Advanced Study and Research in Education is followed by an examination of the salient features and target groups of selected projects funded by the program. A matrix is developed for classifying those projects in terms of the diverse strategies employed to achieve their objectives with particular target groups. The strategies matrix is then compared with Epstein's opportunity structures model for postdoctoral programs in educational research. The potential of such strategies on professional enfranchisement and professional efficacy is discussed.

This paper focuses on the relationship between educational research and educational policy. Concern about this relationship has a long history which reflects in large part a basic problem in all scientific research, the "lag" or "gap" between what researchers find out, i.e., the generation of knowledge, and what practitioners do, i.e., the application, or use, of knowledge. Notwithstanding this lag there are more than a few examples where research has had a direct and salutary impact on policy or practice. Perhaps the classic case is found in the 1954 Supreme Court decision in which the Clarks' (1958) work on the self-concept of black children was used to buttress the position that the educational practice of maintaining "separate but equal" schools was indefensible. Another, less salubrious, example is the appeal by Senator Daniel P. Moynihan to research on the black family (1965) to justify federal policies pertaining to welfare. This latter case highlights a critical factor often overlooked when concern about the impact of educational research on educational policy is discussed. That is, educational policies formulated on the basis of such research may be biased or discriminatory because of limitations in the nature of the research (e.g., type of questions asked, procedures employed) or in the background of the researcher (e.g., their perspectives, their values).

How then, if at all, can the potentially harmful impact of such biases in research approach or in the researcher's perspective be controlled or eliminated? While there are a number of ways in which this might be accomplished (e.g., using multi-method strategies and interdisciplinary approaches or sensitizing researchers to the culture of their target populations) one possible way is to make sure that a variety of approaches and perspectives are represented. In educational research, which is heavily dominated by white male researchers (AERA, 1978), this means assuring that minority

persons and women have increased opportunity to participate and to publish. Strategies for achieving greater representation and participation of minority persons and women in educational research must be developed.

The opportunity for research and resultant publication is dependent, however, upon having the requisite skills and sufficient time to develop research ideas, locate funding sources, and generate data bases. For those who hold faculty positions in academic institutions where heavy emphasis is placed on teaching and service, such "released" time is usually not available. Statistical data indicate that minority persons and women are more heavily represented in such smaller, teaching-oriented institutions and that, within these institutions, they are generally found in non-tenured, lower-ranked positions (Gappa, 1977; Robinson, 1973; Astin and Bayer, 1972). For this group of academics, therefore, there is a strong likelihood that teaching and service responsibilities will supercede research for a significant portion of their postdoctoral years (Wilkinson, 1978; Spurlock, 1976). Yet another group choose administration as a career alternative based on their perceptions of insurmountable barriers to financial and professional mobility in academia, or on their perceptions that they can better impact educational policy as administrators rather than as researchers.

In the predoctoral years, minority persons and women are often unable to forego income in order to pursue their advanced degrees so that they could do full-time research. Consequently, they remain trapped in low or entry level, often nonprofessional, positions. Without the required credentials and experience, they are unable either to enter academia or to advance in educational research agencies. By virtue of the nature of their positions, women and minority persons become highly knowledgeable about the processes

of learning and teaching, yet, as a consequence of the barriers they confront, be unable to bring to bear their insights and skills on the very crucial educational problems with which they are so intimately involved.

Even for the highly trained researcher, getting funded or getting published may be difficult. Barriers and biases persist. Most educational research is produced in the more elite universities, where minority persons and women are not well represented (West, 1978). And, although women make up 34 percent and minority persons about 9 percent of the membership of the major educational research organization in the United States (AERA, 1978; AERA, 1976b), they are not represented in educational research publications in any degree proportionate to their participation in that organization (AERA, 1978). In the absence of research productivity and publications, retention and promotion are less likely not only in academia (Blackburn, et al, 1978), but in other educational research agencies as well.

It is our view that educational policies must be formulated, locally and nationally, that will: first, lead to the generation of research from the perspective of minority persons and women; and second, facilitate their entry and advancement in the field of educational research. Direct, affirmative actions are necessary. By this we mean strong, positive approaches aimed not only at increasing the representation of minority persons and women in educational research, but also on providing equal opportunity and influence for this group. Policies that will, in other words, insure their professional enfranchisement and their professional efficacy.

Our purpose here is: 1) to describe one important attempt by the federal government to design policies to influence who does educational research—the Experimental Program for Opportunities in Advanced Study and

Research in Education of the National Institute of Education (NIE); 2) to identify the salient features of a variety of projects funded under this federal program; 3) to develop a framework for classifying salient features of these projects in terms of their objectives, their target groups, and their implementation strategies; 4) to compare this framework with Epstein's (1979) opportunities structures model; and, 5) to draw some conclusions about designing educational policies to insure the professional enfranchisement and the professional efficacy of minority persons and women as educational researchers.

The NIE Experimental Program for Opportunities
in Advanced Study and Research in Education

In 1977 the Minorities' and Women's Program of NIE designed an experimental program to support activities aimed at increasing the participation of minority persons and women in educational research (NIE, 1977). Their overall purpose in doing so was not only to enhance equality of opportunity in the educational workforce, but also to increase the relevance, credibility and quality of educational research. The Program was designed in response to a mandate of the National Research Council to "increase the participation of minority persons and women in the research and development efforts of the nation..." In order to carry out the mandate a variety of features are built into the program. First, the approach is experimental, which means that a range of project types is funded so as to enable identification and evaluation of promising strategies. Second, in order to encourage a diversity of project designs, a broad range of institutions is eligible for funding (e.g., colleges and universities, state and local education agencies, non-profit research organizations). Third, the emphasis is on funding short-term demonstration

projects, in recognition that lasting solutions to problems require long-term institutional commitment. Finally, the Program emphasizes the importance of: a) activities to increase networking and the establishment of mentor relations; b) interdisciplinary approaches to the solution of educational problems; c) postdoctoral study and research to facilitate the entry of minority persons and women into activities that will have broad policy significance in education.

The NIE Program has existed for about four years. Ultimate judgment as to its success in carrying out the National Research Council's mandate must await evaluation of the impact of individual projects and of the overall Program on the participation and advancement of women and minorities in educational research. This evaluation must, of course, be long-term if it is to accurately assess Program outcomes. As a first step it may be instructive to look at some of the funded projects in terms of the diverse strategies employed to achieve a variety of objectives with particular target groups.

Salient Features of Selected Project Funded by The
NIE Experimental Program

Project Abstracts (1979, 1980) for the more than fifty projects funded by NIE's Experimental Program for Opportunities in Advanced Study and Research in Education were examined. Salient features were analyzed in terms of objectives, groups targeted for training, and strategies proposed for implementation.¹ A framework based on the analysis of these features was developed (see Table 1).

1 See the Appendix to this paper for a chart in which funded projects are listed and their salient features are summarized.

Objectives

There is remarkable similarity across project objectives. Virtually every project seeks, in one way or another, to provide opportunities for developing and enhancing participants' research skills. Without the requisite background in statistics and in quantitative or qualitative methods, one's participation in research remains superficial. Greater research sophistication brings greater understanding and greater involvement in the research process, perhaps even greater responsibility. But, responsibility is not always commensurate with sophistication. So that advancement in the field of educational research might be facilitated, a number of projects provide opportunities for developing management/leadership or personal/professional skills.

A central objective of the NIE Program and of many of the funded projects is to provide opportunities for actually conducting research and for writing and publishing in the field of educational research. Sometimes the research supported by the projects is individual and original; in other situations it is collaborative, perhaps part of an ongoing research investigation. Creating an environment in which individuals can research, write, and publish (i.e., be productive) is the goal. For the most part, this requires having sufficient time and appropriate facilities and resources.

Providing opportunities for developing professional associations and contacts, not only with peers, but also with established scholars and policy analysts, is yet another important objective. Collegiality, visibility and networking are additional concerns addressed by many of the NIE-sponsored projects.

Target Groups

In those projects examined groups targeted for inclusion fall into two broad categories: predoctoral graduate students and inexperienced professionals on the one hand, and postdoctoral scholars and experienced professionals on the other. Level of academic preparation and length or extent of experience are the basic criteria for grouping individuals. While the predoctoral/postdoctoral dichotomy is characteristic of university-based projects, the experience/inexperience distinction is more commonly used to characterize professionals by local education agencies (LEAs).

Strategies for Implementation

It becomes clear when reviewing funded projects that, in order to accomplish particular objectives for particular target groups, certain strategies have been adopted. While there are exceptions to the rule, a pattern does emerge (see Table 1). For the predoctoral/inexperienced target group, courses are the usual means of developing and improving research and other skills, research assistantships (for graduate students) and internships (for graduate students as well as agency personnel) the way to gain research and writing experience, and providing "mentors" the preferred approach for effecting professional association and sponsorship.

Among postdoctoral scholars and experienced professionals, workshops, seminars, symposia, and conferences are frequently used to teach or enhance technical or professional skills. Postdoctoral fellowships provide the time and the opportunity to do research, to write, and, hopefully, to publish. Conference participation, colloquia, and collegial relationships help to develop networks and professional associations.

Table 1

* Strategies for Implementing the Objectives of NIE
Programs for Advanced Study and Research on Education

Target Group	Objective		
	Skills Enhancement	Research/ Publication	Develop Professional Associations/ Networking
Predoctoral Students Inexperienced Professionals	Coursework --Credit --Non-Credit	Internships/ Assistantships	Mentoring
Postdoctoral Trainees Experienced Professionals	Workshops --State of the Art --Basic Skills	Fellowships --Funding --Facilities --Assistance	Conference participation Site Visits Colloquia

Comparison of Strategies Matrix with
Epstein's Opportunities Structures Model

Epstein's Model

Joyce Epstein (1979) describes a model designed to increase the participation of minority persons and women in educational research and development. Epstein's model is based on a structuralist concept which stresses that institutions involved in postdoctoral research programs must make opportunities for research more accessible to minority persons and women in order to ameliorate traditional institutional barriers that have prevented their full professional participation in educational research. Specifically, she identifies three interrelated elements which must be incorporated in a successful postdoctoral program for minority persons and women: opportunity for transitions; opportunity for productivity; and opportunity for association.

Opportunity for Transition. Epstein defines transition as the "resettlement from a former position into the sponsoring institution and into the broader professional community." Participation in a postdoctoral program should provide the opportunity to make distinct career transition, e.g., to another institution, or another type of professional environment, or to another career path. Factors which determine the extent to which opportunity for transition exists according to Epstein, are the size of the program (i.e., the group of participants must be small enough to facilitate integration of participant fellows with the sponsoring institutions' permanent staff) and the status of participants (i.e., their rank and position at their home institutions).

Opportunity for Productivity. Creating an environment which permits participants to produce scholarly work or to make other professional

contributions within a given time frame is necessary for a successful program. This element in Epstein's model is the basic underlying rationale for developing programs to increase the participation of minority persons and women in education research, and, for that matter, in higher education in general. As noted above the low productivity of minority and women academicians, relative to their white, male counterparts, contributes directly to their lack of success and to their immobility in academic institutions. The absence of scholarship and productivity in these groups is usually related to a lack of support from their home institutions and a "service" oriented list of academic responsibilities (e.g., extensive student advising, committee work, etc.) which detract from research time. According to Epstein, factors necessary for creating a supportive institutional environment in which opportunity for productivity exists for postdoctoral scholars include: the availability of ongoing research units representing diverse areas of substantive and methodological inquiry within which they can affiliate and collaborate in designing and implementing specific research projects; and the availability of support services. Key among these support services are financial assistance for travel to professional conferences and meetings, secretarial support, access to, and financial support for, use of computer facilities, and the availability of research assistants to assure the completion of research tasks within the defined period of appointment.

Opportunity for Association. The extent to which postdoctoral scholars can interact and develop collegial relationships and reference peer groups both internal and external to the training institution determines the

extent to which opportunity for association exists in a program, according to Epstein. These associations can range from informal professional encounters and exchanges, in which the participants have the opportunity to seek comments on and reviews of research ideas and plans, reports, and materials for publication, to more formal "mentor" or "multiple mentor" relationships in which they have consistent support and encouragement from one or more individuals. Above all, the opportunity for association should provide: 1) encouragement and support of efforts to conduct and produce publishable research; 2) visibility in the broader educational community; and 3) a "contact" network of colleagues which can be utilized and maintained long after participation in the postdoctoral program has ended.

Some Comparisons

Epstein's model incorporates criteria that must be considered when designing programs to increase the participation of minority persons and women in educational research. It overlaps in obvious ways with our framework for classifying salient features. For example, her opportunity for productivity dimension is basically equivalent to the one central objective identified by us in most of the funded projects, that is, research and publication. Epstein's opportunity for association, present in many of the projects, is basically the same as "developing associations and networks" in our framework.

Examination of the salient features of the NIE funded projects reveals, as noted above, that many of them also provide opportunities for developing and enhancing participant's skills. Epstein's model does not address this critical type of opportunity. Perhaps this is because postdoctoral

individuals are assumed to have the necessary skills. We have incorporated this dimension in our framework in recognition that it is, in fact, a major feature of a sizable set of projects. Furthermore, while Epstein's model outlines those elements essential to the successful postdoctoral experience of minority persons and women, the needs of predoctoral target groups are not considered. By including this group, we have attempted to look at what may be useful for a wider variety of programs. Finally, although we recognize that the concept of "transition," as used by Epstein, is an important one, it is, in our judgment, of a different level of generality than "productivity" and "association." In its most general sense it permeates every element of any project. In its narrow sense, it can be interpreted to involve a very practical "adjusting" to a particular circumstance. Given this ambiguity it is not appropriate to deal with in this context.

Conclusions

In our view, the diversity of projects funded under the NIE program provides a "natural" experiment for answering a number of questions about the impact of policy on research: 1) to what extent have institutionalized barriers that traditionally prevented minority persons and women from participating fully in educational research been breached, i.e., to what extent have women and minority persons achieved "professional enfranchisement" by their involvement in these projects: 2) to what extent have members of the target groups developed a sense of their own personal power or ability to make a difference, i.e., to what extent has their "professional efficacy" as academics and/or researchers been enhanced; and 3) to what extent, if at all, does the nature of the research undertaken by participants differ from

"mainstream" white, male dominated research.

The issue of enfranchisement is not, and cannot be, directly confronted by the NIE program. Institutional barriers cannot be altered solely by providing individuals with training--either at a predoctoral or postdoctoral level. Structures at home institutions must be changed. As noted above, historically, supportive facilities and resources have not been accessible to minority persons and women in academia, even though in many instances their home institutions were capable of providing such an environment. The federal government, under the auspices of the Minority and Women's Program, acknowledged the problem by insisting that institutional grantees demonstrate ways in which efforts made would become "institutionalized." It is critical to determine the extent to which this objective has been realized in order to assess the impact of the NIE program on issues of enfranchisement.

While certain NIE funded projects have directly or indirectly attempted to deal with developing a sense of efficacy amongst participants through such mechanisms as leadership training courses, increasing scholarly productivity, and by providing appropriate role models, they have done so, for the most part, in a vacuum which does not address the relationship between professional enfranchisement and efficacy. What happens, for example, if we enhance the individual's concept of self as leader and return that individual to an environment which denies that person leadership? It is possible that such persons will be, in a sense worse off than they were than prior to participating in the program. Questions such as this must be addressed.

Finally if, as we assume, the NIE Program will have an effect on the nature of, and approach taken to, educational research, we must assess whether this happens. Do minority persons and women researchers engage in other than

"mainstream" research? Do they take new and different approaches, i.e., work collaboratively, formulate unique questions, plan studies of particular importance to minorities and women? Or, as some have suggested, do they, once more well trained, enfranchised, and self assured, become part of the mainstream and simply begin to compete more effectively with their white male colleagues. These are empirical questions that remain to be answered.

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Appendix

SALIENT FEATURES OF PROJECTS FUNDED BY THE
NIE EXPERIMENTAL PROGRAM FOR OPPORTUNITIES IN
ADVANCED STUDY AND RESEARCH IN EDUCATION

PROJECT	TARGET GROUP	OBJECTIVE	STRATEGY FOR IMPLEMENTATION
<u>Laboratories and Centers</u>			
1. Center for Social Organization of Schools John Hopkins University 3505 N. Charles Street Baltimore, MD 21218 Funded for One Year (Dr. Joyce L. Epstein)	1/2* M/W**	Research experience	Internships
2. CEMREL, Inc. 3120 59th Street St. Louis, Missouri 63139 314-781-2900 Funded for 15 months (Dr. Sharon L. Keonigs)	2 M/W	Experience in research management and utilization	Training
3. Learning Research and Development Center University of Pittsburgh 3938 O'Hara Street Pittsburgh, PA 15260 412-624-4867 or 624-4830 Funded for Two Years (Dr. Lloyd Bond, Dr. Bill Bickel, Co-Directors)	1 M	Skills training	Undergraduate Career Sensitization/Coursework/ Research Assistantships
4. Northwest Regional Educational Laboratory (NWREL) 710 S. W. Second Avenue Portland, Oregon 97204 503-248-6800 Funded for 15 months (Drs. Carolyn Hunter and Jose Romero, Co-Directors)	1 W/M	Training in research, dissemination, and evaluation Development of leadership skills	Internships Career Counseling and Placement, Staff Development Workshops
5. Research for Better Schools, Inc. (RBS) 444 N. Third Street Philadelphia, PA 19123 213-561-4100 Funded for 18 months (Dr. Mary V. Brown)	1 W/M	Training in research management (Wharton MBA students-second year) Personnel development Institutional liaison Documentation/dissemination	Coursework (Wharton) Internships - contract performance reviews - information consultation - participant logs - "mentors"
6. Southwest Educational Development Laboratory 211 East Seventh Street Austin, Texas 78701 Funded for 20 months (Dr. Norvell Northcutt)	1 W/M	Skills development Research/leadership experience	Internships (individualized)

* 1-predoctoral ** M-Minorities
2-postdoctoral W-Women

PROJECT (Continued)	TARGET GROUP	OBJECTIVE	STRATEGY FOR IMPLEMENTATION
<u>Laboratories and Centers (Continued)</u>			
7. Far West Laboratory (FWL) 1855 Falsom Street San Francisco, CA 94103 (415) 565-3000 Funded for 18 months (Dr. Matilda Butler)	1 W/M	Develop leadership/management skills Participation in policy making Networking Dissemination	Internships Advisors Policy Committee Meetings
<u>Postdoctoral Fellowship Programs</u>			
Yale University -- Columbia University Teachers' College Institute for Urban & Minority Education 525 W. Roth Street New York, NY 10027 (212) 678-3782 Funded for Three Years (Dr. Edmund Gordon)	2 M/W	Advance skills Increase professional contact Facilitate Publication Encourage collaborative investigations	Mentoring Fellowships Conference Participation
9. Northwestern University Program on Women Department of Sociology 633 Clark Street Evanston, Illinois 60201 (312) 492-7360 (Dr. Bari Watkins)	2 W	Research and publication; (skills) Networking	Fellowships/(practical instruction/mentors) Conference Participation
10. Radcliffe College 3 James Street Cambridge, MA 02138 (617) 495-8212	2 W/M	Research and publication; develop colloquial networks	Fellowships Colloquial/Conferences
11. Michigan State University College of Education Erickson Hall East Lansing, Michigan 48824 (517) 355-1779 (Dr. Andrew Porter, Dr. Jacquelyn Nickerson)	2 M/W	Skills enhancement Research and writing experience; Develop professional associations	Courses/seminars Fellowships Mentors/collaboration
12. Northeastern University Institute for the Interdisciplinary Study of Education (IISE) 360 Huntington Avenue Boston, MA 02115 (Dr. M. Patricia Golden)	2 M/W	Skills enhancement Research and writing experience Increase professional associations	Courses (if needed/desired)/collaboration Fellowships Consultants (mentors)/conference participation/colloquia
13. George Washington University Institute for Educational Leadership 1001 Connecticut Avenue, N.W., #310 Washington, D.C. 20036 (202) 676-5900 (Dr. Samuel Halperin Dr. Phil Kearney)	2	Increase Substantive knowledge and "political-professional" skills Research and research Management Professional association/visibility	Orientation Fellowships Mentors

*1-predoctoral **1-Minorities
2-postdoctoral W-Women

Postdoctoral/Predocctoral Programs (Continued)

- | | | | | |
|-------|---|---|---|---|
| 14. | New Mexico State University
Educational Research Center
Box 3R
Las Cruces, New Mexico 88003
(506) 646-2513

(Dr. Lily Chu) | 2
M/W

1
M/W
(students)

1
M/W
(non-students) | Research and publi-
cation; Develop
and increase;
professional
associations;
Develop skills
(action-orienta-
tion, cultural
sensitivity)

Same as above | Fellowships
Mentors/sponsors

Courses

Internships |
| 15. | University of Texas
Dept. of Curriculum and
Instruction
EDB 406
Austin, Texas 78712
(512) 471-4080

(Dr. Teresa Escobedo) | 2
M/W

1
M/W | Improve skills;
Research and pub-
lication;
Professional
association

Develop and improve
skills; Research
and publication;
Professional asso-
ciation | Conduct seminars
Fellowships

Conference partici-
pation

Learning sessions
Assistantships
Mentors |
| 16. | Virginia Union University
1500 N. Lombardy Street
Richmond, VA 23220
(804) 359-9331

(Dr. James B. Gunnell) | 2
M/W

1
M/W | Develop/enhance
skills
Research and
publication

Develop skills | Workshops/seminars
(short-term);
Fellowships

Courses |
| 17. | University of Michigan
School of Education
4218 School of Education
Building
Ann Arbor, Michigan 48109
(313) 764-3435

(Drs. Betty Mae Morrison
Wilbert J. McKeachie) | 2
M
(Black
College
Faculty)

1
M
(Graduate
Students) | Skills Training
Research and
publication

Skills Training
Research and
publication | Fellowships
Collaboration

Assistantships
Collaboration |
| <hr/> | | | | |
| 18. | University of Tennessee
Knoxville, TN 37916
(615) 974-2272 or, 4165

(Dr. Trudy Banta) | 2
M/W

1
M/W | Research and writing
experience
Professional asso-
ciation/networking

Research training
Research experience
Professional
Association/Network-
ing | Collaboration

Conference participation/
colloquia

Courses/instruction
Assistantships
Mentors/collaboration
Conference participation |

*1-predocctoral **M-Minorities
2-postdocctoral W-Women

Predoctoral Fellowship Program

- | | | | |
|--|----------|---|--------------------------|
| 19. University of Southern California
School of Education
USC Doctoral Fellowship Project
Waite Phillips Hall
300/Universtiy Park
Los Angeles, California 90007
(213) 741-8154

(Dr. Silas H. Abrego
Dr. John A. Carpenter) | 1
M/W | Skills enhancement
Research experience | Coursework
Internship |
|--|----------|---|--------------------------|

Special Projects

- | | | | |
|--|--|--|--|
| 20. American Sociological Association
1722 N. Street, N.W.
Washington, D.C.
(202) 833-3410

(Dr. Doris Wilkinson) | 1/2
M/W | Skills development
and enhancement | Summer Institute
Workshops (short-term) |
| 21. San Diego State University
School of Education
5300 Campanile Drive
San Diego, CA 92182
(714) 286-5155

(Dr. Ricardo Cornejo
Ana Maria Rodriquez) | 2
(Faculty
members) | Skills enhancement | Symposia, courses, |
| 22. American Women's Medical Association
Professional Resource Research Center
2303 E. Speedway, Suite 206-A
Tucson, Arizona 85719
(602) 795-2677

(Dr. Marlys H. Witte) | 2
W

(especially
in
medicine
and medical
education) | Research, publication,
and dissemination

Networking | Internships/preceptor-
ships;
Workshops
Courses
Mentors
Conferences, meetings |
| 23. National Academy of Education
11 Dupont Circle #130
Washington, D.C. 20036
(202) 232-7600

(Dr. John May) | 2
M/W | Develop skills in
research manage-
ment
Develop professional
associations | Workshops (two weeks)

Mentors |
| 24. University of Alabama
University for Higher Education
Research & Services
P.O. Box 6293
University, Alabama 35486
(205) 348-7770 | -
W/M | Skills training
Research and dissemination
Networking | |
| 25. The EXCHANGE
Minneapolis Public Schools/
University of Minnesota
Teacher Center
166 Peik Hall
Minneapolis, Minnesota 55455
(612) 376-5297

(Dr. Carol Johnson) | 2
W/M | Training: linkage/
utilization | |
| 26. Purdue University
Department of Education
West Lafayette, Ind. 47907
(317) 494-1721

(Dr. Jane Butler Kahle) | 2
M/W | Skills enhancement
Research, publica-
tion, dissemination
Professional asso-
ciation/sponsorship | Workshop
Mentorship/
collaboration |

*1-predoctoral **M-Minorities
2-postdoctoral W-Women

Special Projects (Continued)

- | | | | | |
|-----|--|--|---|---|
| 27. | Ohio State University
1945 N. High Street
Columbus, Ohio 43210
(614) 422-6335

(Dr. Robert J. Silverman) | 2
(Graduate-
level faculty) | Enhance abilities
in knowledge utili-
sation and dissemina-
tion
Writing/publication
Networking | Seminars (three) |
| 28. | Wellesley College
828 Washington Avenue
Wellesley, MA 02181
(617)235-7173

(Dr. Lilli Hornig) | 2
M/W | Skill enhancement
(Research/publication
Increase professional
networks | Conference/seminars
Consultants/mentors |
| 29. | Virginia State College
School of Education
Box EE
Petersburg, VA 23803
(804) 520-6333

(Dr. Martha E. Dawson) | 2
(Faculty)

W/M | Research skills de-
velopment
Research, dissemina-
tion, and evaluation
Increase professional
networks | Advanced study
Internships/research
projects
Mentors |
| 30. | University of Georgia
Educational Research Laboratory
College of Education
Athens, GA 30602
(404) 542-5230

(Dr. A. J. Stauffer) | 2
(Georgia
faculty)

W/M | Skills development/
enhancement
Research and dissem-
ination
Develop professional
associations | Workshops/seminars
Consultants |
| 31. | City University of
New York
Center for Advanced Study
in Education
33 West 42nd Street, Room 1430
New York, New York 10036
(212) 221-3895/6

(Dr. Deanna Chitayat) | 2
(Faculty) | Skills enhancement
Research and publica-
tion
Professional associa-
tion/sponsorship | Courses/seminars
Research projects
Mentorship networks/
collegial relation-
ships |
| 32. | Bloomsbury West, Inc.
Market Street,
4th Floor
San Francisco, CA 94111
(415) 981-4630

(Dr. Heidi Dulay,
Ms. Mavina K. Burt) | 2
State Depart-
ment of
Education | | Courses
Research projects
Mentors |
| 33. | Atlanta University
223 Chestnut Street
Atlanta, Georgia 30314
(404) 681-0251

(Dr. Barbara Jackson) | 2
(Faculty)
W/M | Develop research capabilities
Facilitate research activities/
accomplishments | |

Programs Targeted for Specific Minority Populations

- | | | | | |
|-----|--|--------------------|---|----------|
| 34. | University of New Mexico
Dine Biolta Association
Onate Hall, Room 228
Albuquerque, New Mexico 87131
(505) 277-4740

(Dr. Dillon Platero) | -
M
(Navajo) | Codification
Analysis
Dissemination | Seminars |
|-----|--|--------------------|---|----------|

*1-predoctoral **M-Minorities
2-postdoctoral W-Women

Programs Targeted for Specific Minority Populations

- | | | | | |
|-----|--|--|--|---|
| 35. | Eastern Michigan University
106 Ford Hall
Ypsilanti, Michigan 48197
(313) 487-1035 | M/W
(Latinos) | Exchange and
dissemination | Forums (workshops)
- 3 days |
| | (Dr. Raymond V. Padilla) | | | |
| 36. | Howard University
Institute for Urban
Affairs and Research
2935 Upton Street, N.W.
Washington, D.C. 20008
(202) 686-6744 | 2
M
(Faculty at
Historically
Black
Colleges) | Research and evaluation
skills enhancement;
Research and publication
Professional association | Courses/workshops
Practical/technical
assistance; Mentors |
| | (Dr. Lawrence Gary) | | | |
| 37. | Colegio Cesar Chavez
1000 Main Street
Mount Angel, Oregon 97362
(503) 845-2234 | 1/2
M
(Latinos) | Skill enhancement
Professional asso-
ciation; (develop
networks) | Workshops/seminars
Contacts |
| | (Dr. Salvador Ramirez
Dr. Peter de Garmo) | | | |
| 38. | Asian American Bilingual
Center
Berkeley Unified School
District
2168 Shattuck Avenue,
3rd floor
Berkeley, CA 94704
(415) 848-3199 | 2
M
(Asian-
American)

1
M
(Asian-
American) | Skills enhancement
Research and
development
Exchange/communication/
support | Summer Institute
(Lectures/Seminars)

Internships |
| | (Dr. Sau-Lim Tsang) | | | |
| 39. | LaCasa de Puerto Rico, Inc.
96 Wadsworth Street
Hartford, Connecticut 06100
(203) 522-7296 | 2
M
(Hispanic) | Training
Research experience
Networking/advocacy | Workshops, courses
Mentors |
| | (Dr. Dalila Soto) | | | |
| 40. | Indian Education Training
1110 Penn. N.E.
Albuquerque, N.M. 87110
(505) 265-7957 | 1
M
(Three
Indian
Communities) | Research opportunities
Dissemination | |
| | (Dr. Myron E. Jones) | | | |
| 41. | National Council of
La Raza
Research and Legislative
Analysis
1725 "Eye" Street, N.W.
Suite 210
Washington, D.C. 20006
(202) 659-1251 | 1
W/M | Skills development
Networking | Seminars (three of 3 days)
Mentors |
| | (Dr. Mike Cortez) | | | |

*1-predoctoral
2-postdoctoral

**M-Minorities
W-Women

Programs Targeted for Specific Minority Populations

- | | | | | |
|-----|---|---|---|---|
| 42. | National Association of
Asian and Pacific
American Educators
Asian-American Res. Seminars
Asian-American Res. Center
UCLA
Los Angeles, CA 90027 | 2
M

(Asian and
Pacific Americans) | Research and
publication | Seminars
Mentors/collaboration |
| 43. | Mexican American Legal
Defense and
Education Fund
28 Geary Street
San Francisco, CA 94108
(415) 981-5800

(Dr. Eduardo Marengo, Jr.)
National Director for
Policy Research | 2
M
(Latino
Faculty

1
M
(Latino
abd's) | Skills enhancement
Policy research and
writing
Networking | Internships

Mentors/team approach

Internships |
| 44. | Hampton Institute
Hampton, VA 23668
(804) 727-5652

(Dr. Ronald Braithwaite
Dr. Virginia Russell
Dr. Robert Alford) | 2
M/W
(Faculty at
predominantly
Black colleges) | Proposal writing skills | Workshop |
| 45. | Latino Institute
55 E. Jackson, Suite 2150
Chicago, Illinois 60604
(312) 663-3603

(Dr. Maria Cerda) | -
M
(Latinos) | Research/publication
Networks | Mentors
Exchange |
| 46. | University of Texas
Education Building, #310
Austin, Texas 78712
(512) 471-7551

(Dr. Leonard A. Balverde) | 1/2
M
(especially
Hispanics) | Research experience/
publication | Research teams |
| 47. | ASPIRA of America, Inc.
1625 Eye Street, N.W.
Suite 324-A
Washington, D.C. 20006
(202) 223-6230

(Dr. Ray Valdivieso) | 1/2
M
(Hispanics) | Policy formulation and
dissemination
Research training and
experience
Networks/exchange | Forum (symposia)
Research assistantships
Mentors/consortium |
| 48. | Minnesota Department of
Education
Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
(612) 296-6458

(Dr. Will Antell
Dr. M. K. Mueller) | 2
M
(especially,
evaluation
of Indian
Educational
Projects) | Skills enhancement/
training
Evaluation and research
experience
Increase status/
visibility
Linking | Workshops
Assistance
Publication and
dissemination |

*1-predoctoral **M-Minorities
2-postdoctoral W-Women